Models

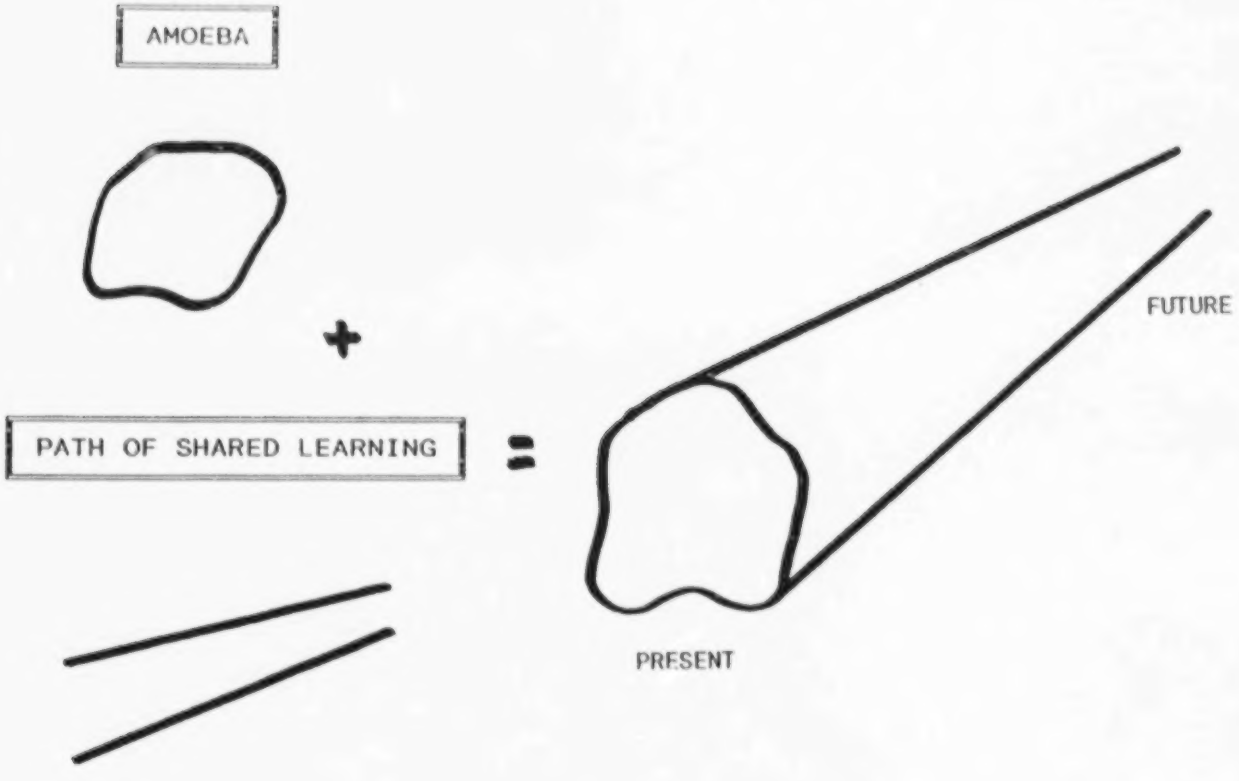
The basis for the models used in the workbook centers on the Amoeba concept and The Path of Shared Learning.

The Amoeba diagrams an individual, organization or subject as fluid; that is, it pushes out in all directions. Also, the Amoeba is influenced externally. This presentation breaks away from the traditional circle, square and triangle configurations used in most diagrams.

The Path of Shared Learning is a perspective drawing illustrating time and space. It should seen in three dimensions, as though one was walking into the page. It has no end point. If and when a conclusion is reached, it is possible to connect the lines. The extreme case is to denote death.

Coupled together, the models show fluidity of the individual, organization and/or subject under discussion as it moves through time and space. In context to this paper, reference will be made to subject only.

The direction of the path is arbitrary. It is seen here in a left to right configuration to conform to current writing practices in North American culture.



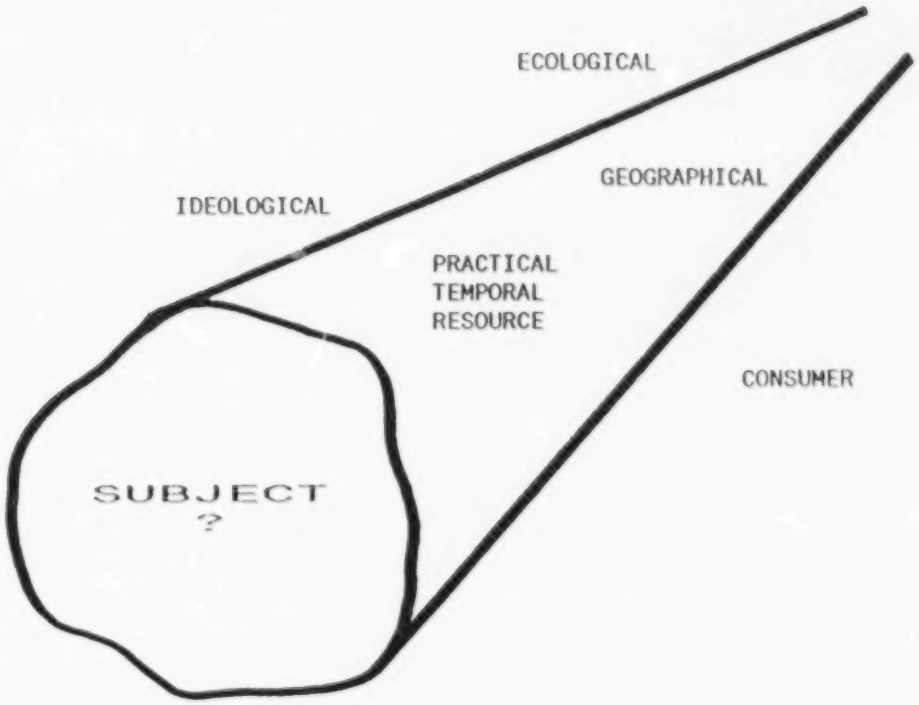
Perspective Map:

The diagram that follows provides one interpretation of the above mentioned models. The Perspective Map considers a subject such as recruitment, recognition, training or management ... flexibility exists in the selection of topic ... that is chosen for discussion according to seven perspectives. The seven perspectives are Ecological (the fit), Ideological (the value), Resource (the means), Practical (the way), Temporal (the time), Geographical (the space), Customer (the consumer). These perspectives provide an overview of the subject.

The model is helpful in front end procedures such as needs assessments, needs analysis and task analysis. Also, it helps in continuous evaluation, progress review, and volunteer-practitioner satisfaction review. Decisions can be readily made on what to change, keep or delete about the subject.

The model has wide application. In the case of this paper it considers the topic: *TIC-TAC-TOE: A Winning Volunteer Resources System.*

PERSPECTIVE MAP



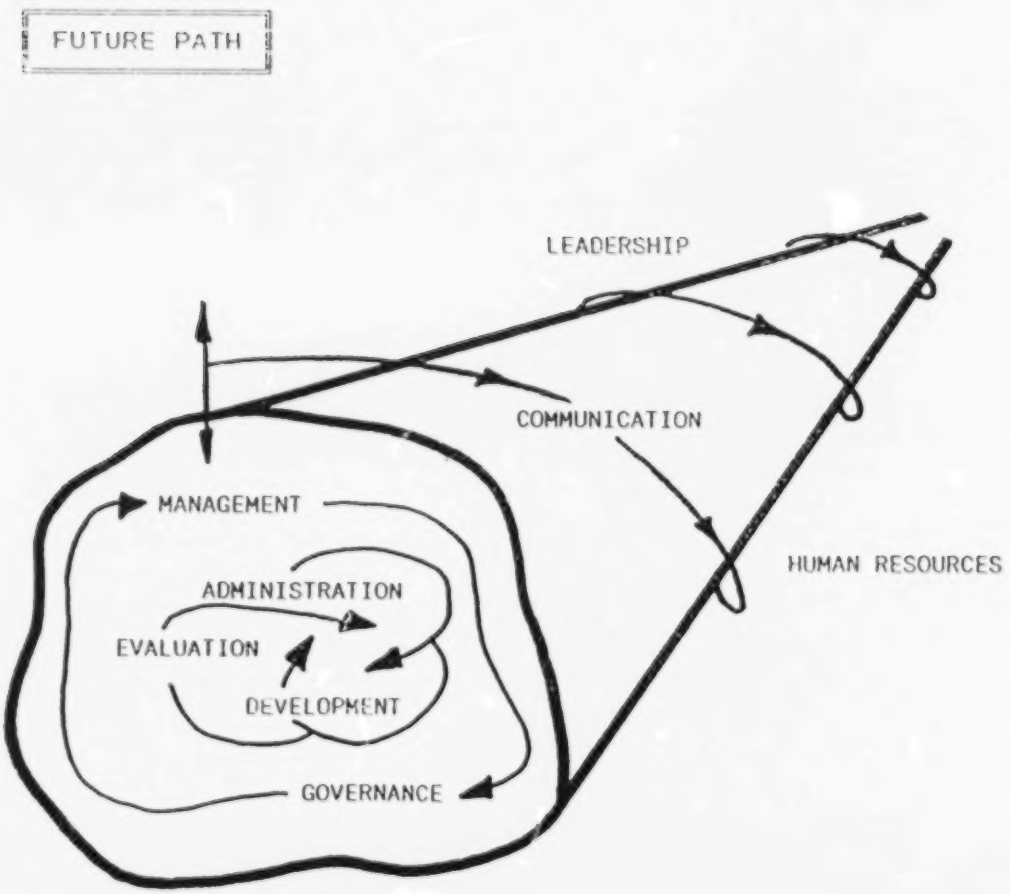
Function Path:

Similar to the Perspective Map model, the Function Path model utilizes the Amoeba concept and Path of Shared Learning models to consider the subject from a functional viewpoint.

The model includes eight functions that are common to the operation of a subject. The functions are leadership, communication, human resources, management, governance, administration, development and evaluation.

Central to the model is the synergistic relationship (2+2=5) that exists between management and governance - corporate directorship can be substituted for governance. The relationship holds together the evaluation, development and administration functions that are crucial to maintaining operation viability. What keeps the operation from floundering or spirally out of control are leadership, human resources and communication.

Whereas the path may have appeared flat before, it now takes on a cone shape which illustrates the boundaries of functional influence and the layers of interaction of the subject.



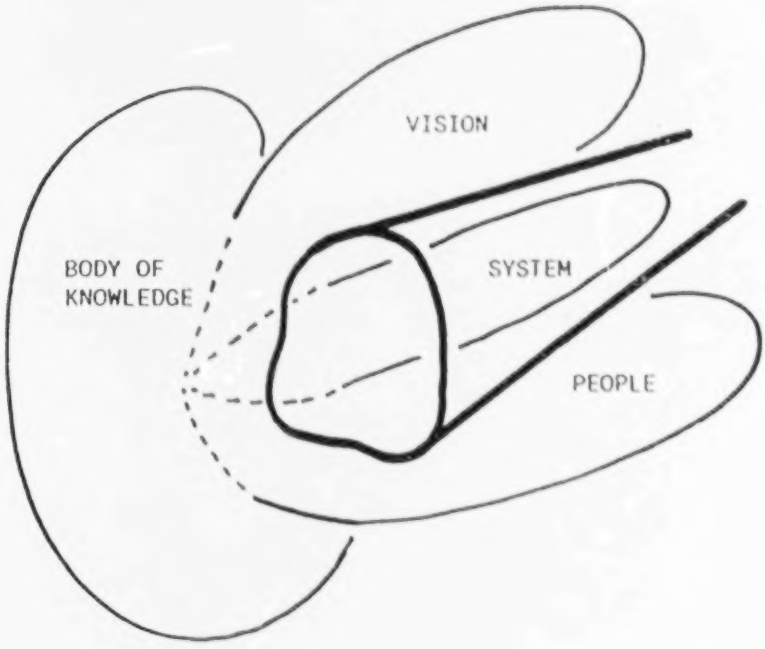
Definition Map:

The combination of Perspective Map and Function Path provides for the Definition Map.

This model provides a summary of the exploration carried out through the use of the other two maps. When the Perspective Map is overlaid on the Function Path, a pattern becomes apparent that defines the relationship between the perspectives and functions.

This model can be further reviewed in context to the Mapping-Function Matrix shown on this page. Whether used as a historical recording tool or as a forecasting tool, the matrix relies on time and space markers to pinpoint places for review along the path. These markers create the perception filters through which the researcher can consider the subject.

DEFINITION MAP



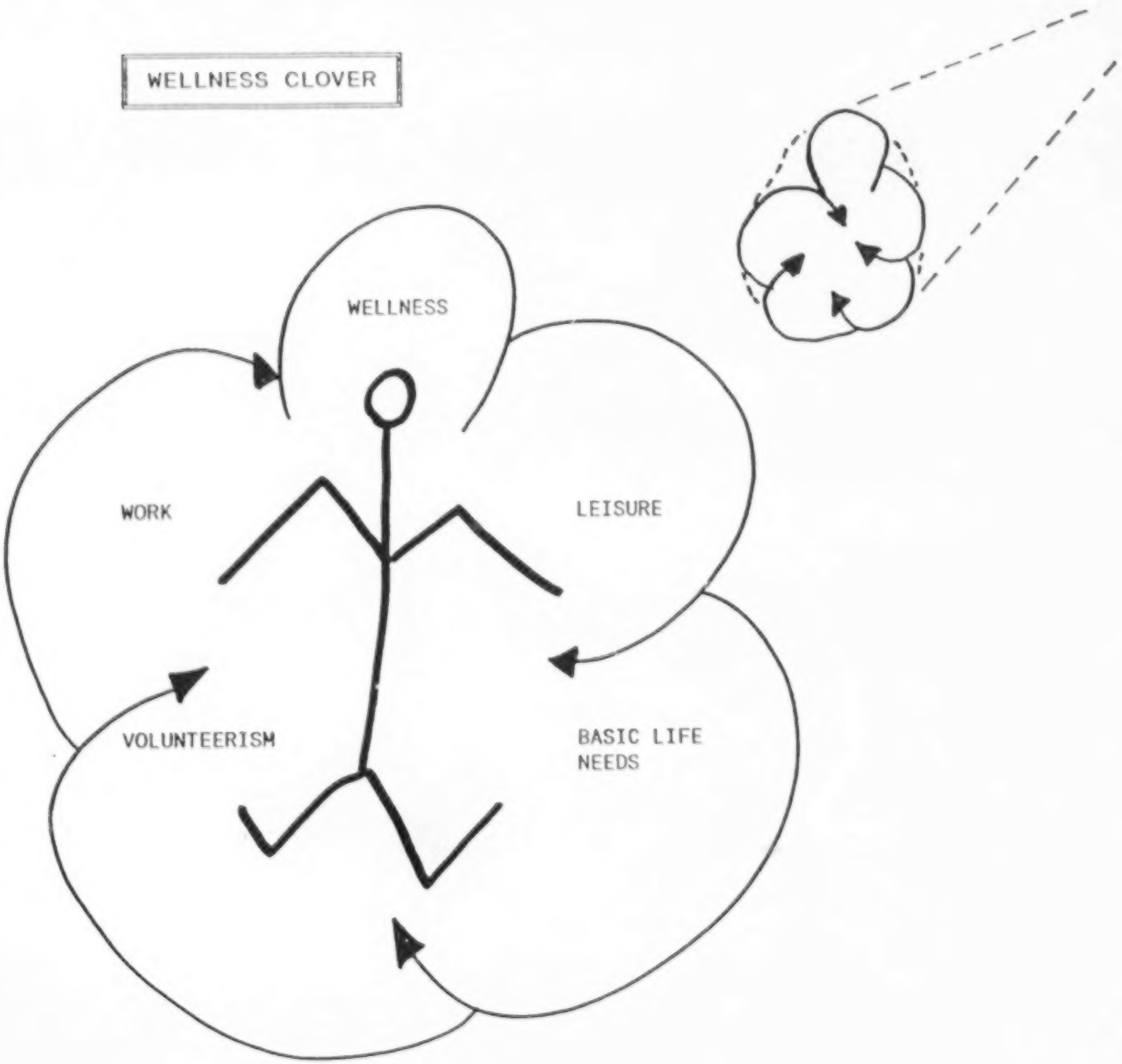
Wellness Clover:

Traditionally, a people have been broadly referred to in context to their work, leisure and time given to personal and domestic care. Volunteerism has been considered an activity of leisure.

With some researchers acknowledging volunteerism in context to the promotion of wellness and a balanced lifestyle, it is now possible to draw wellness in figurative context to the appendages of the human body.

Again the notion of fluidity is present and the Wellness Clover model can be seen in context to the Amoeba concept and to the Path of Shared Learning

WELLNESS CLOVER

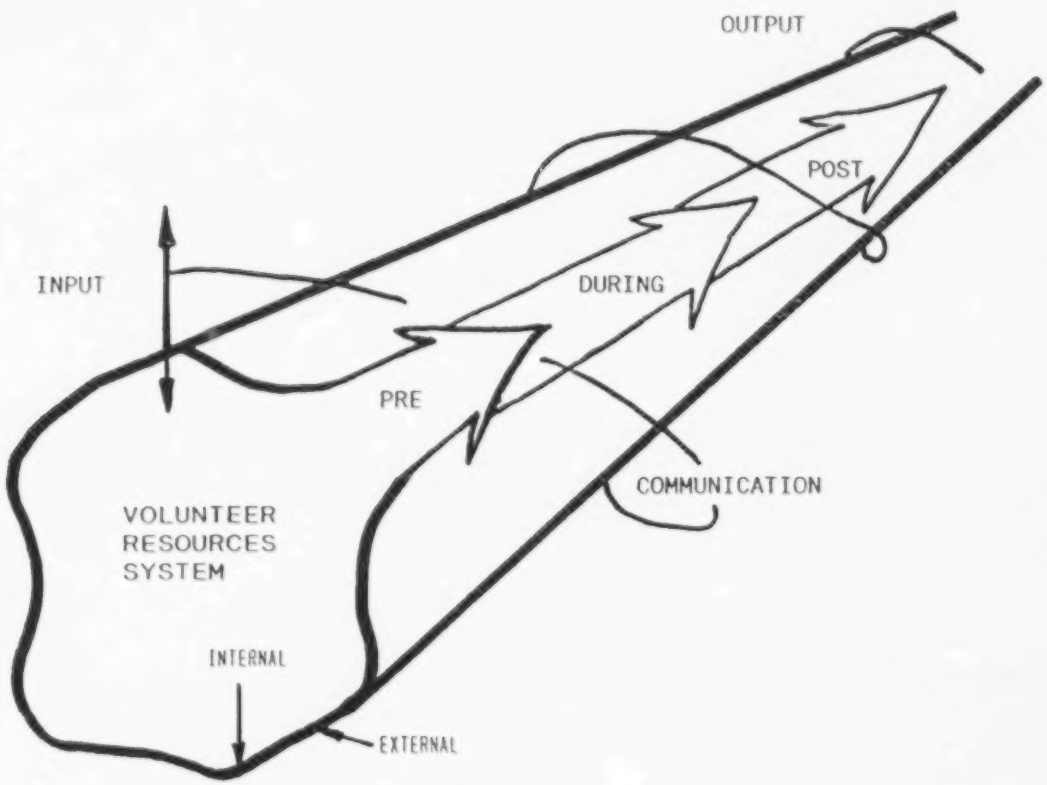


.Volunteer Resources System - Overview:

Because the topic under discussion in this paper is TIC-TAC-TOE: A Winning Volunteer Resources System, the model that follows is an interpretation of the collective use of the preceding models.

The center of the model outlines the Pre-, During- and Post- stages of the process. In other words, it is the process as it applies to a volunteer who enters the organization, participates and leaves. Individuals may follow their own time and space process thus creating a mosaic of entry and departures. It is possible to have a group of people enter and leave together. No matter what happens to the individual or group, they can be traced easily through the same generic system and process.

VOLUNTEER RESOURCES SYSTEM - OVERVIEW



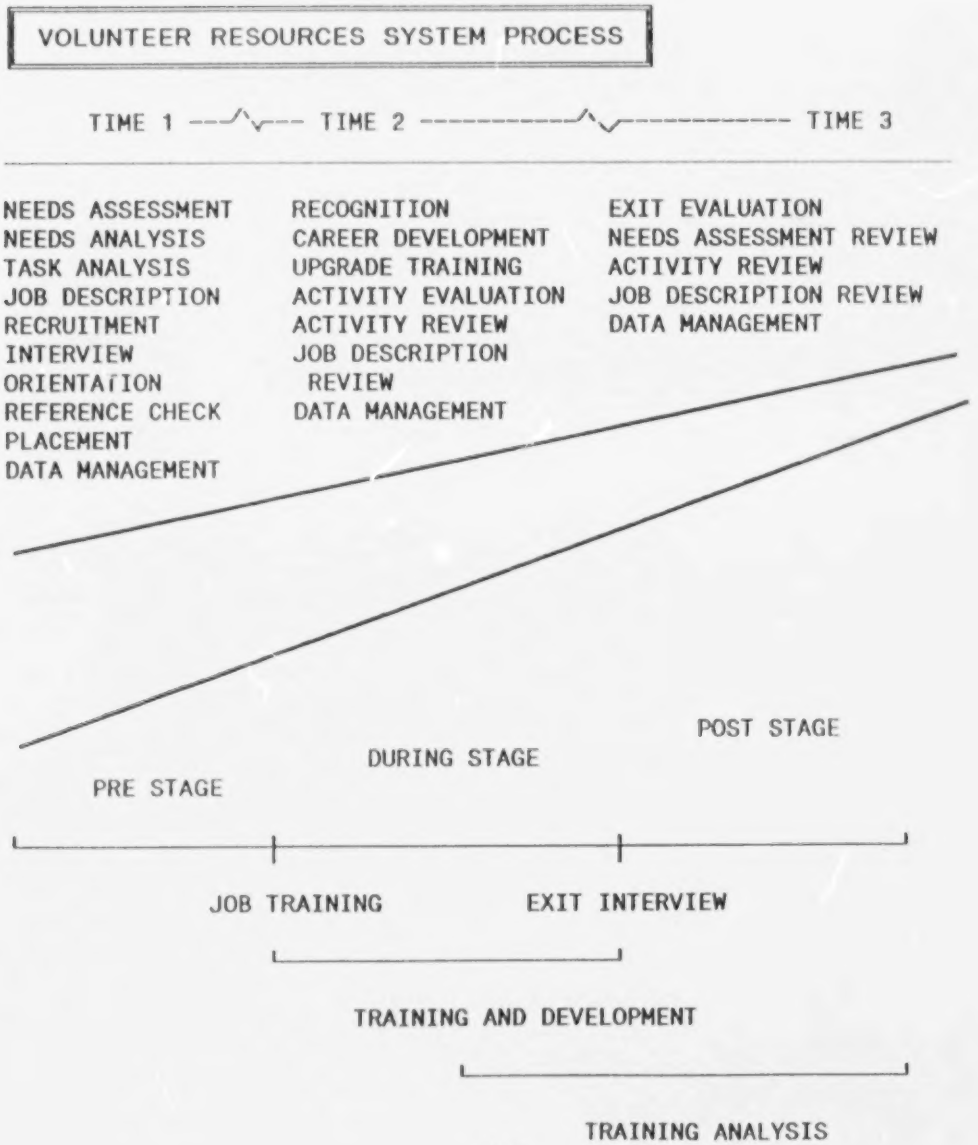
Components of a Volunteer Resources System Process:

The component parts of the process are listed in this diagram. Each organization may refer to these components by different names and include other components specific to their organization.

However, it is thought that the list shown in this model encompasses the generic components used by all volunteer resources systems.

Each component part can be further reviewed according to the models presented already. An example follows:

> Recognition: carry out a perspective map and a functional map; then, define recognition through a collective understanding of the two models in conjunction with the wellness map.



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ABSTRACT

This paper discusses the volunteer resources system and presents key models used in the field of volunteer resources for experiential education. For volunteer practitioners to encourage volunteer involvement, they must understand the body of knowledge, the vision, the system, and the people involved directly and indirectly in voluntary service. Several models support the understanding of the volunteer resources system. The Amoeba and the Path-of-Shared-Learning models show the fluidity of the individual, organization, and subject as it moves through time and space. The Perspective Map considers a subject such as recruitment according to ecological, ideological, resource, practical, temporal, geographical, and consumer perspectives. The Function Path includes the following functions that are common to the operation of a subject: (1) leadership (2) communication (3) human resources (4) management (5) governance (6) administration (7) development and (8) evaluation. The Definition Map combines the Perspective Map and the Function Path. The Wellness Clover presents volunteerism in terms of wellness, leisure, work, and basic life needs. A collective model outlines the stages in the process of volunteerism. Components of a volunteer resources system process include pre-stage activities such as recruitment and interview, training in the "during stage", and the exit interview in the post-stage. The central portion of the paper outlines the curriculum used in a workshop for volunteer practitioners. (KS)

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VOLUNTEERISM: YOU SAY!

Stephen Hobbs

Abstract

As volunteers and volunteer practitioners go about their voluntary service work, they are contributing to each other's wellness. To ensure that the system in which they are involved promotes wellness, that system must be efficient, effective and relevant in operation. This outcome requires that research, design implementation and evaluation be cornerstones of the volunteer resources system. This paper outlines the curriculum and selection of key models used during a workshop which supports understanding of the volunteer resources system as it relates to the field of volunteer resources.

Introduction

The willful use of time and effort to assist others, whether directly or indirectly, is known as voluntary service. It has, and continues to be, a part of North American social systems. People have benefited in countless ways as a giver and/or as a recipient of service. Those who give, learn a great deal about life and more importantly about themselves. In some cases, those who have benefited from service have in turn become givers. And yet, the significance of volunteerism in our lives has been taken for granted.

The phrase "I am just a volunteer!" epitomizes the lack of importance accredited volunteerism. However, it is encouraging that individuals are being corrected to say "I am a volunteer!". Everyone who volunteers should be encouraged to embrace, with pride and satisfaction, their action of volunteering.

With the growing acknowledgement of wellness as a life choice, it is important that volunteerism be recognized as a means to achieve a balanced lifestyle. To paraphrase another wellness concept; that is, "To volunteer a day, keeps the physician away!" seems appropriate. Garnering this respect lifts volunteerism from the immediate boundaries of leisure where it is often viewed as an activity. Voluntary service or volunteer resources deserves its own field of study. Its theory and practice includes many possible solutions to the socio-political-economic-cultural issues facing communities and countries in today's ever changing world.

Issues

Whether a person is a volunteer or a volunteer resources practitioner, it is important to understand the issues affecting voluntary service. There are four key issues that can be discussed. The first issue considers the current pushes and pulls of third sector (*non-profit or voluntary*) organizations who want more volunteers to take up their initiatives. Every nonprofit organization requires volunteers, and the breadth of organizations and agencies that volunteers can chose from encompasses the full continuum of social and political needs.

The second sector (*government or public*) encouragement of volunteerism as a financial remedy has prompted organizations to find more volunteers for aspects of their operation, in particular, fund raising campaigns. Government is promoting the idea that community affairs should be taken care of by the community.

The on and off call for involvement of first sector (*private business*) organizations to shoulder social responsibility has many people scrambling, including businesses, to understand how business can best help. The dilemma centers on the choice of financial giving, employee (corporate) volunteerism or both as the preferred means to fulfill corporate social responsibility.

Finally, the theories of volunteerism and practices of volunteerism are undergoing tremendous changes as the discipline seeks professional status. The changes are promoted internally as practitioners seek credibility for their vocation and externally as volunteers seek respect for their contributions. If

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volunteerism is devalued, it will deter the student trying to gain career experience; the homemaker attempting to reenter the work force; or the senior citizen searching for satisfying and challenging experiences. The changes are fueled collectively as the three sectors request more from the practitioner who is instrumental in exciting the volunteer to become involved.

Need to Know

For the practitioners to encourage volunteer involvement they must understand the "need to knows" associated with the ideology of volunteerism and the practice of volunteerism. They must understand the *body of knowledge*, the *vision*, the *system* and *people* involved directly and indirectly in voluntary service, whether generally in the community or specifically within the organization. In particular, practitioners must deal with the pros and cons of establishing a profession; must ensure advocacy for volunteer's rights and responsibilities; must create a code of ethics and standards of practice for their work and organization; and, must implement an efficient, effective and relevant volunteer resources system.

Volunteers should be aware of the same information from an overall perspective. When the volunteer understands more about the volunteer resources discipline, they are better able to support the programs in which they are engaged. For example, an effective volunteer resources system will lend credibility to the volunteer's involvement in a subtle way. Recognition of the volunteer's contribution becomes a natural byproduct of the system rather than a contrived and animated process that so often is seen as an afterthought.

Body of Knowledge

The traditional ways and means of advertising for people, placing them as they walk through the door and doing it again when the numbers become low cannot work in today's world. Volunteers want an organizational vision to unite them. The vision provides them with a reference point for what they have and do. The system, by and through which the volunteers' gain insight into their job, and how and when they will be recognized and evaluated is important. Without such a system, there is a chance that volunteers will become discouraged and leave. Knowing the characteristics of the volunteers is important to establish client/customer service and to ensure that the most appropriate person is chosen to serve in a particular position. And more importantly, the vision, the system and the people must be entwined so as to explore and design a body of knowledge that fits with the mission and operation of the organization.

The body of knowledge generated by the organization must be known by the practitioner to ensure the operation of the organization. Herein lies one of the problems facing the volunteer resources discipline. Historically, the body of knowledge has been passed on through the "grandfathering/grandmothering" process; that is, the practitioner has acquired the information from the person who held the position before him or her. In many cases, the new practitioner has come from a different discipline under the guise that it is "just voluntary service". During the transfer of information, both the best and worst attributes have been maintained. Without a generic standard of practice and agreed upon ideologies to compare with, the new practitioner is at best floundering.

Profession

As the Volunteer Resources discipline struggles for professional recognition, practitioners must increase their informal and formal education. The plethora of informal workshops, seminars and conferences attest to a concerted effort to develop the discipline. Institutions of higher education in Canada and the United States offer credit and non-credit curriculums on third sector administration, management and leadership. However, there appears to be great latitude in what is offered. Any comparison to a like discipline, such as human resources management, shows that greater effort and refinement are required.

Volunteers will need to become players in the discussion of professionalism and service delivery. Their wellness is at stake. They expect a vision and system to work with and through. Their time and effort, while given freely, is still precious. Competition for volunteer resources is mounting and the organization that provides a satisfactory vision and system will meet the required needs of the volunteer and thus come out the winner in the volunteer recruitment and maintenance. And what must be utmost in everyone's mind is that the customer or client can be the greatest losers if the service and/or product is not delivered in an efficient, effective and relevant manner.

TIC-TAC-TOE: THE WINNING VOLUNTEER RESOURCES SYSTEM

An organization can create a vision from its mission. The process by which to achieve this outcome is widely known. The corporate world carries out visioning as a way in which to focus internal and external customers on the means of remaining competitive. Interestingly, third sector organizations have been doing the same thing for years, as a matter of survival.

The third sector organization can and must identify its target markets. Those markets include the customer, client, donor, sponsor and volunteer. The task is monumental, challenging and most importantly, continuous.

For the organization to incorporate the vision and the people involved, it must research, design and develop a volunteer resources system. Without it, services and products can not be delivered, volunteers will become disillusioned and leave, donors and sponsors will look elsewhere and the organization will fade into mediocrity or even cease to exist.

The system that is proposed in this paper has its roots in practice and theory. The following summary is a precursor to a workshop that provides a generic system for practitioners to review. This generic system provides a touchstone for the practitioner to investigate, evaluate and thus decide the proposed system's utility, in part or whole, to their organization's needs.

So often, workshop presenters provide components of the whole volunteer resources system. What this paper attempts to do is initiate understanding of the whole through which the practitioner, and volunteer, can decide on what component parts they need to develop. Without an understanding of the whole, work on select parts can often be fruitless.

The curriculum for the workshop is set out on the following pages. A selection of the key models used in the workshop follow afterwards.

Curriculum

INTRODUCTIONS

- Presenter/Facilitator
- Quick Reference of the Group - Who are they?
- Learning Objectives/ Learning Outcomes - What do they want?

- Understanding who is the presenter...as a practitioner and theorist; understand the expectations of the group; list the objectives and outcomes anticipated; match the presenters ideas with those of the participant.

DEFINE TERMS/CONCEPTS

- Volunteerism - Vision
- Volunteerism - System
- Volunteer - Person
  . Use of three models:
  1) Perspective Mapping
  2) Function Path
  3) Wellness Clover

- Definition of the Whole
  . Definition Model

- Other terms identified by the participants

- Through the use of models designed by the presenter, the participants will be given the opportunity to explore a *holistic* view of their volunteerism. This exploration requires that the participants understand that the body of knowledge generated in the exploration phase embraces the collective definition of the vision, the system, the people with whom they are involved and the accumulated education to the present.

AGREEMENT RELATIONSHIP

• The participants have a choice as to the viewpoint the take as they proceed through the workshop ... either as a volunteer or as a practitioner.••
• The question: What can I keep, change and/or delete about what I do?
-An answer is referenced in context to *Building Partnerships*, the conference theme.

-Participants attend the workshop from two viewpoints:that is as a volunteer and/or as a practitioner. Depending on their choice, participants are given the opportunity to answer the question in context to the system. The question focuses on the level of the importance and the level of the satisfaction the participant has with the system on which they are overlaying the proposed model. The exploration remains within the conference theme.

EXPLORING THE SYSTEM MAP

• Through a workbook designed by the presenter,in collaboration with a colleague, the participants will be taken through the system
.• A "focus analysis" will be carried out on sections chosen by the participants.
• A "Corridors and Barriers" exercise will be used to expand on the chosen topics.

The research findings as well as the design, implementation and evaluation of a particular volunteer resource system, prompted the creation of a workbook. Because of the length of the workshop, only sections from the workbook can be used. The participants will be asked to decided on the sections to be reviewed in more detail. An exercise that provides a means for the participants to chose the sections will be facilitated by the presenter.

MAKE THE MAP, USE THE MAP

• The participants will be questioned as to their thoughts on the use of the ideas presented in the workshop.
• The participants will be requested to fill out a "longevity study" application that will allow the presenter to carry out follow up discussions.

One of the learning outcomes of the workshop is that the participants will apply the concepts to the system they currently work with or will work with in the future. To establish the usefulness of the system, it is necessary to carry out follow-up discussions with the participants. Reality can alter abstraction.

SUMMARY COMMENTS

• Review of learning objectives and outcomes.
• Ask participants Did they obtain what they wanted?
• Agree on follow-up to the longevity study.

It is important to review the learning objectives and outcomes for the workshop. Some measurement is required to assist in understanding the utility of such a workshop and subsequent follow-up and longevity study.

SUMMARY

By definition the vision, the system, the people and the body of knowledge create and pull the institutional memory of the third sector organization. The education that results through a learning organization results in efficient, effective and relevant operations. To do less than what is possible is heartless when social justice and community integrity is at stake.

The system proposed in this paper is a beginning. It serves as a touch stone for comparative evaluation and as a standard for others to use. Either way, its presentation furthers the education of the profession and helps those who benefit from its implementation.

Author: Stephen Hobbs ... with appreciation extended to Cheryl Monar and Ginny Dowdle, both of whom are practitioner understudies of the theories and practices shown in this paper.